

## Continuing with Literary Nonfiction



## Lesson Preparation

Daily Lesson 19	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.Fig19A,B E1.6A E1.12A E1.15Ci-iii	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Literary analysis of genres improves the reader's ability to determine author's purpose and message.</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>— How does understanding of a genre help to determine the author's purpose and message?</li> <li>• Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— How do authors of nonfiction convey a message?</li> <li>• Visual image</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Nonfiction text (class set)</li> <li>• Visual image (graphic art, illustration, or news photograph) of event</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Collect a visual image that relates to the event or topic of the literary text used in this <a href="#">Instructional Routine</a>. Use the image to introduce the text you are using.</li> <li>3. Select a literary nonfiction text which shows how an author uses personal examples to describe a factual event/situation. Prepare background information as necessary.</li> </ol>	
<b>Background</b>	This Instructional Routine partially assesses Performance Indicator: "Write multiple reflections, including personal and world connections,	

Daily Lesson 19	READING
Information	<i>thoughts, and responses to literary texts and media."</i>
Teacher Notes	

## Instructional Routines

Daily Lesson 19	READING
<b>Duration and Objective</b>	Suggested Duration: 50 min.  <u>Content Objective</u> : Students analyze how an author uses personal examples to describe an event or situation.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display pre-selected visual image and provide background knowledge as needed. Instruct students to <b>Quick Write</b> in the Reader's Notebook about the impression the visual image gives them about the event or situation.</li> <li>2. Introduce the selected text, building background knowledge as needed. Explain to students that today they will be analyzing how an author uses personal examples to describe an event or situation.</li> <li>3. Have students create a three-column chart in the Reader's Notebook with the labels: <i>Description</i>, <i>Author's Example</i>, <i>Literary Devices</i>.</li> <li>4. Begin reading the text aloud, pausing to <b>Think Aloud</b> to identify the event or situation, the author's description, and any literary devices used. Ask: <b>How does the author use his experience to describe the event or situation?</b> Discuss responses as students add information to the chart in the Reader's Notebook.</li> <li>5. Continue reading aloud (consider asking for student volunteers to read as well), pausing periodically for discussion and for students to add information to the charts in the Reader's Notebook.</li> <li>6. Re-display the visual image. <b>Think Aloud</b> to compare and contrast the image with the language of the text just read.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In the Reader's Notebook, students write a reflection comparing and contrasting the visual image and the event or situation described in the text, using textual evidence as support.</li> <li>2. Students engage in independent reading.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How do the author's experiences add to your understanding of the event/situation?</b> Discuss responses.</li> <li>2. Ask: <b>How does a visual image deepen your understanding of an event or situation?</b> Discuss responses.</li> </ol>